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ABSTRACT

The document initially describes Part 1 of a two-part National Association of Secondary School Principals article, "Geographic Literacy: Essential in a Global Age," published in September 1986, and written to inform educational decision-makers about the need to institute, update, and enrich geography programs in U.S. schools. The second article, "Profile of a High School Geography Teacher," describes James Marran, a geography teacher and social studies department head at New Trier Township High School in Winnetka, Ill. He is the only secondary school teacher appointed to the Geographic Education National Implementation Project (GENIP) seven-person steering committee. Creative, up-to-date assignments developed by Marran are described. The remainder of the report is devoted to 13 examples of specific geography courses and across-the-curriculum components cited in 13 national, state, district, and local school programs. A description of each institution and of each geography program are given. (APG)

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LOCATING GEOGRAPHY ON THE CURRICULUM MAP

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Locating Geography on the Curriculum Map

For a long time, knowing *when* something happened, why, how, and how it affects people, has been important to students and teachers of history. Geography has not had that long and admirable attention in the curriculum in this century until here and now.

The prevailing philosophy in geography education in the '80s is that although *where* a place is located is important, *why* and *how* that place is located is more important because it affects those who live there.

Where geography fits in the curriculum is also important: it ought to be there. But more important is how its location on the school map affects the students' lives and understandings.

Part I of this two-part series of *NASSP Curriculum Reports* on geographic education, "Geographic Literacy: Essential in a Global Age," published in Sept. 1986, gives the background for the rebirth of geography education. This resurgence dates back to 1984, when a joint National Council for Geographic Education (NCGE) and the Association of American Geographers (AAG) committee published the *Guidelines for Geographic Education: Elementary and Secondary Schools*. ($3 from NCGE, Western Illinois University, Macomb, Ill. 61455.)

The 28-page booklet was designed to inform educational decisionmakers about the need to institute, update, and enrich geography programs in America's schools.

Part I of this *Curriculum Report* series elucidates the content of the *Guidelines* and details the five basic themes of geography:

- Location—position on the earth's surface
- Place—physical and human characteristics
- Relationships Within Place—humans and environment
- Movement—humans interacting on this earth
- Regions—how they form and change.

Also described in Part I is the formation of the Geographic Education National Implementation Project (GENIP). The National Geographic Society (NGS) and the American Geographical Society (AGS) joined the NCGE and AAG in forming GENIP to spread the principles of the *Guidelines* to schools.

Profile of a High School Geography Teacher

James Marran is a geography teacher and social studies department chair at New Trier Township High School in Winnetka, Ill., and the only secondary school teacher appointed to the GENIP seven-person steering committee. (The others are college professors.)

As department chair, he has integrated geography skills into the 31 other social studies courses at his school.

In World Regional Geography, Marran's students participate in the National Geography Olympiad, a 50-question test sponsored by NCGE. Last year one of his students was a scholarship and bronze medal winner. Ten of his other students were among the top national winners who received certificates of merit.

The materials, tests, and assignments Marran develops are creative, interesting, challenging, and up-to-date.

One of his writing assignments requires students to develop a paragraph about the geography of apartheid in South Africa. On his 1986 final exam, students were asked to consider the case study, "Disaster at Chernobyl" and to analyze it from a geographer's point of view.

The topic of students' fourth quarter research papers was "A Geography of the American Dream: Studies in Pluralism," in which they had to consider the urban realm, the agricultural realm, case studies of ethnic Chicago, and national treasures—preserving the beauty of parks, lakeshores, seashores and forests.

As an example of "literary mapping," Marran asked students to read William Hales' novel, *The Seekers*, and write about the appropriateness of the title, its most likely physical setting, and a review from a geographer's standpoint. They then prepared a map keyed to a scale of miles of the Seeker's itinerary from the time he is washed up on the beach until his death.

In his work for GENIP, Marran keynoted a meeting for geographers of Illinois, gathered to discuss the development of networks for geographic education in the state. The new network system was developed in response to the educational reform package signed in July 1985 by

Governor James Thompson. It represents the outcome statements for what an education in Illinois schools means. One of the given outcomes, approved and adopted by the state board of education, establishes the expectation that students would be proficient in geography, especially U.S. geography.

As a busy geography teacher at his own school and an equally busy emissary of GENIP, James Marran is an exemplary educator.

Geography Courses and Geographic Skills Across the Curriculum

This *Curriculum Report* describes how the *Guidelines for Geographic Education* are now being implemented in exemplary geography programs. In some schools world history courses have become world history and geography courses, and U.S. history has become U.S. history and geography.

In almost all schools geography courses are offered under the aegis of the social studies department. Geographic skills units have also been integrated into other social studies courses such as economics, government, anthropology, and environmental and urban studies.

Geographic skills and international studies are beginning to appear across the curriculum in the syllabi of mathematics, geology, earth science, art, music, agriculture, home economics, industrial arts, and English courses.

In the latter, for example, students learn "literary mapping" of setting (time and place) in Shakespeare's plays; the classical epics *The Odyssey* and *The Aeneid*; "journey-quest" novels such as *A Tale of Two Cities, The Adventures of Huckleberry Finn,* and J. D. Salinger's *Catcher in the Rye*; and regional short stories by Richard Wright, James Baldwin, James Joyce, Willa Cather, Eudora Welty, Katherine Anne Porter, and James Michener.

Geography also appears in foreign language courses. (Related in *The Indiana Modern Foreign Generic Competencies*, available from Walter Bartz, Indiana Dept. of Education, State House 229, Indianapolis, Ind. 46204; single copies free.)

Other examples of specific geography courses and across-the-curriculum geography components are cited in the descriptions of national, state, district, and local school programs in the *Exempli Gratia* section of this report.

Exempli Gratia

GEOGRAPHY EDUCATION OUTREACH PROGRAM, National Geographic Society (NGS), P.O. Box 1524, Washington, D.C. 20013-9862. *Contacts:* Gilbert M. Grosvenor, NGS president; George Peterson, director; Susan Munroe and Cathy Riggs-Salter, Educational Media Division.

In his editorial in the Sept. 1986 *Curriculum Report*, Gilbert M. Grosvenor stated that for students to understand their global neighbors, they must learn about other lands.

For that reason, he established the Society's Geography Education Outreach Program in 1985, almost 100 years after the Society itself was chartered as a national nonprofit scientific and educational organization.

Besides its popular monthly magazine, *National Geographic*, the Society, which has 11 million members, has supported more than 3,000 explorations and research projects to increase mankind's knowledge of earth, sea, and sky.

More recently, its related educational services have expanded to include books, special publications and magazines, audiovisual media, computer software, and maps.

Components of the new Outreach Program include:

- **In-School Geography Pilot.** For details see the following *Exempli Gratia* reports about the two pilot sites, Alice Deal and Audubon Junior High Schools.

- **Regional Geographic Alliances.** A consortium of geography educators actively participate in educational reform at state and local levels. California's Geographic Alliance, founded in 1983 under the leadership of Christopher Salter of the University of California at Los Angeles, is the model for the first seven regional alliances formed by NGS. They and their contacts are—

California (Bay Area): Donald G. Holtgrieve, California State University, Hayward, Calif. 94542
Colorado: A. David Hill, Campus Box 260, University of Colorado, Boulder, Colo. 80309
District of Columbia: DeWitt Davis, Jr., Eugene J. Kinemey, Joseph B. Thornton, University of the District of Columbia, 4200 Connecticut Ave., NW, Washington, D.C. 20008.
New Jersey: H. Briavel Holcomb, Rutgers University, New Brunswick, N.J. 08903
Oregon: L. Carl Brandhorst, Western Oregon State College, 345 N. Monmouth Ave., Monmouth, Oreg. 97361
Tennessee: Sidney R. Jumper, University of Tennessee, Knoxville, Tenn. 37996-1420
Texas: James B. Kracht, Texas A & M University, College Station, Tex. 77843, and Richard Boehm, Southwest Texas University, San Marcos, Tex. 78666.

- **Summer Geography Institutes for Teachers.** The first of what promises to be an annual event was the Society's 1986 Summer Geography Institute at NGS headquarters.

Teaching 50 good secondary school teachers to teach geography was the lesson plan for the four-week session. Using all NGS facilities and materials, participants attended lectures and worked on individual projects about the content of world geography and effective methods and materials for teaching it.

When they returned to their school districts, the teachers were committed to give at least three staff development workshops for their colleagues by June 1987. Selected by the seven Regional Geographic Alliances, these 50 teachers hope to reach 3,000 other teachers and through them to affect the education of 350,000 students.

The teachers were provided travel expenses, housing, a stipend, and the chance to earn credits from George Washington University.

In addition to next summer's NGS Institute, the regional alliances are planning similar summer institutes for teachers.

• **Resource Materials.** These include a list of NGS publications that relate to the principles of geographic education, videodisc projects, computer software, and map-skills kits.

The newest of these resources are free, off-the-air taping rights of NGS' 1986 PBS television specials, including "Chesapeake Borne," "Creatures of the Mangrove," and "Jerusalem Within These Walls."

With the permit comes a free, 16-page *Resource Guide*, made possible by a grant from Chevron and containing background essays and suggestions for using the specials in the classroom.

Also, more than six million free copies of a new double-sided map-poster entitled "Maps, the Landscape, and Fundamental Themes in Geography," are being sent to public and private secondary schools throughout the nation according to Grosvenor in the Sept. 1986 issue of *National Geographic*.

ALICE DEAL JUNIOR HIGH SCHOOL, Nebraska Ave. at Fort Dr., Washington, D.C. 20016. *Contacts:* Reginald Moss, principal; Anita E. Henderson, coordinator for the Geography Education Program.

One of the two pilot sites for the NGS program, Alice Deal Junior High, located in the nation's capital, received Presidential recognition in 1984 as one of the country's top secondary schools. Approximately 950 students, predominantly minorities, are enrolled in grades 7-9.

Seventh-grade social studies teachers Sharon Purcell and Anita Henderson and science teachers Clemontene Roundtree and Mary Vivian Miles are working on the program, which completed its first year in 1985-86 and continues through 1987.

Joseph Cirrincone, associate professor of geography and secondary education at the University of Maryland, acts as resource person and consultant on the pilot. George Washington University staff also assist.

AUDUBON JUNIOR HIGH SCHOOL, 4120 11th Ave., Los Angeles, Calif. 90008. *Contacts:* Gene McCallum, principal; Cathy Riggs-Salter, teacher and social studies chair.

The second pilot site of the NGS Geography Education Program, Audubon Junior High School, serves the Crenshaw neighborhood in Los Angeles. Including those in a program for the gifted, 1,850 mostly minority students are enrolled in grades 7-9.

Four social studies teachers at the three grade levels are working on the pilot. Kit Salter, UCLA geography professor, is the resource person and consultant to the pilot program.

On Nov. 20, 1985 Audubon and Alice Deal Junior High Schools celebrated the first Geography Day with special programs in Los Angeles and Washington for more than 1,000 students in each city. Los Angeles Mayor Tom Bradley and D.C. Mayor Marion Barry proclaimed Geography Day as part of American Education Week. Nov. 20, 1986 is scheduled as the second annual Geography Day.

Goals of the pilot program for the two schools are to:

- Create a model for action that can be adopted by schools, universities, and corporations interested in working together to improve geography education.
- Enhance and strengthen geography teaching methods and materials.
- Demonstrate how geography education focuses on the five themes in the NCGE/AAG *Guidelines* throughout the curriculum
- Suggest how schools can integrate these five fundamental themes.

The pilot teachers are producing model learning activities, including a teacher's handbook of student activities and projects developed by the teachers to emphasize and reinforce skills related to maps, charts and classifying information, data interpretation and analysis, graphs, diagrams, historical research, speculation, writing, debate and simulation, computer software, photography, problem solving, critical thinking, field research, and interviewing.

The other materials address the earth's dynamics; water; climatic classification; weather prediction; rocks and minerals; the city; atlas and almanac data; conservation vs. progress issues; world population and food; case studies of Washington and Los Angeles; the local neighborhood; "mental maps" of a student's home, school, neighborhood, and travels; and geographic themes in U.S. history and world history.

Students in both schools engage in an across-the-continent Pilot Pen Pals correspondence. Through a telecommunications network (computer-modem-telephone) the two schools and NGS are linked so that students can exchange data about their respective cities and their teachers can share lesson plans and ideas.

SAN DIEGO CITY SCHOOLS, Educational Services Division, Education Center, 4100 Normal St., San Diego, Calif. 92103-2682. Contact: Harvey L. Prokop, Basic Education Program Manager in Social Studies.

The creation of World History, Geography, and Economics, a new required course for grade 9 or 10, was the San Diego district's first step in a rebirth of geography.

In 1982, with Frederick P. Stutz, geography professor at San Diego State University, as consultant for the geography components of the new course, district social studies coordinators and curriculum specialists began developing the syllabus.

Beginning in the fall of 1984, World History, Geography, and Economics was offered on a systemwide basis and required for graduation by San Diego's 40 senior high schools.

Since then, the district has adopted the Silver Burdette social studies series for grades K-7, which emphasizes geography; purchased map-skills kits by Graphic Learning; and added geography to the newly reorganized course and supplied materials for courses in 8th grade U.S. History and two semesters of U.S. History. The result is a program to improve the geography skills, concepts, and understandings of San Diego's 110,000 students, K-12.

Two guides for the World History, Geography, and Economics course are available for $28 from San Diego City Schools, Materials Development, Room 2112, 4100 Normal St., San Diego, Calif. 92103.

A Guide for Teaching, Part 1, "Introductory Materials," presents the geography objectives for the first semester, which focuses on early, classical, and pre-modern civilizations, and for the second semester on the emergence of western civilization and contemporary world.

Teachers Guidelines, containing the Race/Human Relations Program, gives course objectives, proficiencies, scope and sequence, introductory units, nine content units, general teaching methods, vocabulary and audiovisual lists, glossary, bibliography, and 42 blackline master maps.

While San Diego was changing to a more geography-inclined social studies curriculum, a parallel process, initiated by the California Geographical Alliance, was ongoing in Southern California. It was aimed at influencing state educational reforms.

As a result, the state board of education added geography to the mandated curriculum in August 1984. In January 1985, World History, Culture, and Geography was mandated for the entire state, and a second course, U.S. History and Geography, was modified and required statewide for 11th grade.

OAK GROVE HIGH SCHOOL, 285 Blossom Hill Rd., San Jose, Calif. 95123. *Contacts:* Guy C. Klitgaard, principal; Alan Henninger, geography teacher.

Prior to the new California mandated World History, Culture, and Geography course, Oak Grove High (2,850 students, 40 percent minorities, grades 9-12) offered World Cultures. It was broadly written to include physical and cultural geography, but because of the predominently history backgrounds of the teachers, little if any geography actually was included.

Complementing the new state mandate are two new year-long courses, 9th grade World Civilizations and Geography and 11th grade United States History and Geography. Both are required for graduation.

Some of the other social studies courses include geographic skills. To some extent geographic skills are also included in geology, where students learn crustal plate tectonics. Foreign language courses include the geography of the country or countries of a target language.

In World Civilizations and Geography, the major topics are world habitat, introduction to culture, pre-history, ancient and classical civilizations, hemispheric interactions, global convergence, emergence of the modern world, the contemporary world, and modern world cultural regions.

In United States History and Geography, the main topics are American habitat and geographic framework, original inhabitants, European exploration and colonization, the revolution and Constitutional period, Jeffersonians and Jacksonians, sectionalism, the Civil War, emergence of modern America, expansion, involvement and withdrawal, boom and bust, Hot War-Cold War, and contemporary America.

Geography teacher Alan Henninger philosophizes that World Civilizations and Geography is an investigative course that uses the methodology of Who (group or culture), When (time period), Where (geographical setting), What (achievements/contributions of the people), How (cultural techniques used), and Why (values and goals that made the "How" make sense).

LA PUENTE HIGH SCHOOL, 15615 E. Nelson Ave., La Puente, Calif. 91744. *Contacts:* Stuart Reeder, principal; Steve Slakey, staff development coordinator and social sciences teacher.

La Puente, 24 miles south of Los Angeles, is a middle-income community whose high school serves 1,500 students (60 percent Latino) in grades 9-12. The school has offered geography courses for at least 20 years.

Geographic skills are integrated into all social science courses. Two semesters of World Studies and U.S. History and Geography are required for graduation.

Other geography courses are Urban Studies and California History and Geography. Physical science courses incorporate physical geography learning skills.

The urban studies element in Honors World Studies always includes at least one major field activity, such as a city architectural survey, study of the local community in terms of the five fundamental themes of geography as in the NCGE/AAG *Guidelines*, and a local shopping survey.

Fulfilling the state mandate for instruction in world culture, history, and geography, World Studies is based on six "threads" to provide a touchstone for students and teachers throughout each lesson and unit. The threads of the framework are *Man/Land Relationships, Development of Agriculture, Development of Cities, Resource Utilization* (economics), *Human Ideas/Human Energy,* and *Linkages* (geographic and economic ties between and within regions and how they affect people's lives and cultures).

Photo prints or slides of such subjects as The Great Wall, a city skyline, and a wind farm provide the backdrop for examination of landscapes modified by humans.

At the end of each unit, students divide into six groups to gather data and discuss:

- Changes that had occurred during the time period studied as compared with previous eras (e.g. the Cities group would point out that during the Renaissance, cities lacked the walls of the cities of the Middle Ages)
- The significance of changes (cities' purpose had changed from defense enclaves to centers of trade)
- The interrelationship of these events and changes with others (a shift in political organization in society encouraged development of a new kind of city).

HIGH POINT HIGH SCHOOL, 3601 Powder Mill Rd., Beltsville, Md. 20705. *Contacts:* Frank Tracy, principal; Catherine Jorgenson, social studies teacher.

This high school's Geography of the Modern World, a one-semester course for 9th graders, fulfills the requirement of the Prince George's County Public Schools District's requirement for a course in modern geography. In the student body of 2,500 (52 percent minorities, 14 percent foreign born) 23 foreign languages are spoken as a first language. An enthusiasm for physical and cultural geography is evident.

Catherine Jorgenson, geography teacher, says, "I want my students to think geographically rather than to memorize."

Geography of the Modern World follows the district's syllabus guide, revised in 1984. The major texts are Macmillan's *Global Geography*, D.C. Heath's *World Geography*, and Steck-Vaughn's *World Geography*. World Bank materials are used, including the *Development Data Book*, which details current social and economics statistics on 125 nations.

The course outline has three major units: *Physical and Cultural World Patterns, Industrial Nations, Developing Nations.*

For further information about the syllabus guide, contact Dana G. Kurfman, Supervisor of Social Studies, Prince George's County Public Schools, Upper Marlboro, Md. 20772.

LAUREL HIGH SCHOOL, 800 Cherry Lane, Laurel, Md. 20810. *Contacts:* Thomas Kirby, principal; Patrick A. Flynn, social studies teacher.

In northernmost Prince George's County, Laurel High School serves a heterogeneous student body of 1,600 in grades 9-12, and requires one semester of World Geography and one of 9th grade Civics for graduation.

Under the aegis of the social studies department, World Geography has been a part of the curriculum for 15 years. In history courses, geographic skills—especially mapping—are taught. Landforms and climate are among the geographic concerns in Earth Science.

For Patrick Flynn, who teaches World Geography, overcoming students', teachers', counselors', and parents' geographic ignorance is a major goal. To eliminate negative perceptions of geography, he will conduct NGS-style institutes for teachers at the local and state levels in 1986-87.

His World Geography course has six units of study during the 18 weeks of the semester. The first eight weeks include:

- Map reading and remote sensing, with a local area study to apply skills, using aerial photographs, topographic maps, and master plans; and introduction to the five geographic themes of the GENIP map.
- Physical geography—landforms and waterforms, climate and vegetation, world independence between producers and consumers, and depletion of world resources.
- Human geography—population growth, organization, future outlook, cultural regions, changing cultures in the modern world, conflict of tradition and modernization, and cultural diffusion.

The second unit addresses the relationship of the human environment to the physical. Students explore the destruction of the environment, human ability to change it through technology, and adaptation to similar environments around the world.

The third unit is a study of the geography of Maryland, and the fourth is a four-week overview of regional studies—North and Latin American, Eastern and Western Europe, Africa, Asia, Australia, and New Zealand. The fifth unit is a one-week comparison and statistical study of developed vs. developing nations and the effects of the latter on the United States and the Soviet Union.

The concluding unit focuses on "Countries in the News"—China, South Africa, Afghanistan, Nicaragua, El Salvador, and others as they become prominent in the media.

NATIONAL CATHEDRAL SCHOOL (NCS) Mount St. Alban, Washington, D.C. 20016. *Contacts:* Nancy Goodrich, dean of academic studies, Upper School; Martha B. Sharma, geography teacher.

An independent, Episcopalian school for girls on the hill of Washington's National Cathedral, NCS includes grades 4-12 and has an enrollment of 525. It is a cosmopolitan student body with diverse international, ethnic, and cultural representation.

Until this year NCS offered only one course in geography—one semester in 8th grade. A new program was developed by Sharma and the history department chair and approved by the curriculum committee in the fall of 1985. The program began the fall of 1986 and requires one semester of geography in 8th grade and one semester in 9th or 10th grade for graduation.

The "region" as a basic unit of study is the focus of Geography I. Beginning with the U.S. and Canada, students are introduced to a method for identifying and analyzing a region. At the same time, they learn to use various types of maps and graphics to present basic information about the region.

The second part of the course focuses on Europe and the USSR. Students have the opportunity to practice skills learned earlier through special projects and workshops.

Geography II students are introduced to some of the major systematic themes of geography, including population and human resources, urbanization, economic development, food, transportation, and political units. Case studies, drawn from non-Western regions, are used to illustrate each theme. Map and graphic skills are emphasized as special tools for analysis and presentation of geographic information and relationships.

Sharma believes that as functional literacy is often defined in terms of ability to read a newspaper, so can geographic literacy be defined as the ability to read a newspaper or news magazine with a basic understanding of the locations and relationships that are the target of current news.

NEWBERG HIGH SCHOOL, Elliott Rd., Newberg, Oreg. 97132. *Contacts:* Clark Irwin, principal; Edward W. Wiesehan, social studies teacher.

Newberg is a small, largely Caucasian, middle-class community. Its high school serves 1,100 students in grades 9-12.

Oregon requires one credit of global studies for high school graduation. Land and You, for 14 years Newberg's one-semester course for sophomores, fulfills the requirement.

But a pilot program, Mastery Learning Concept in Geography, was introduced to Land and You during the second semester of 1985-86. It has been so successful that it is extended to the entire 10th grade for 1986-87.

The six units of Land and You comprise a large amount of material, covered in survey form. More time is needed, therefore, the school's curriculum committee, with the support and urging of principal Clark Irwin, plans to make the course a two-semester one in 1987-88.

The six units of the new Land and You are:

- Physical Geography: map reading, landform development, climates, vegetation, and natural resources
- Cultural Geography: demography, land use, urban geography, and transportation
- Anglo-America: regional study of places in the U.S., Canada, Central and South America
- Europe
- The USSR
- Asia and Africa.

LINCOLN HEIGHTS MIDDLE SCHOOL, 219 Lincoln Ave., Morristown, Tenn. 37814. *Contacts:* Edwin C. Goan, principal; Robert Lee Cates, 6th grade team leader and social studies department chair.

Strong parent support comes from two Morristown communities—the country club and the government housing projects—for the 550 students in grades 6-8 at this middle school. An additional 50 handicapped students attend its Learning Center for grades 4 and up.

Geography-Across-the-Curriculum typifies the 6th grade's flexible morning schedule. Robert Cates, for example, teaches language arts, reading, spelling, and social studies, including geography. The skills in those areas are combined in a theme approach to the Eastern Hemisphere.

He also furnishes geographic skills materials to the math and science classes, designs for wood maps to the mechanical drawing class, Japanese haiku to art, and designs and materials for salt and flour maps to teach measuring skills in the Home Living course.

Tennessee History and Geography and World Geography are the one-semester courses in 7th grade. American History and Geography is the 8th grade course.

Cates interrelates language arts and geography of the Eastern Hemisphere in 6th grade using a model unit on Japan that he designed. "It is important that we learn about this island country," he tells his pupils, "because Japan greatly affects the economy of the United States. Japan's decision to open an automobile company [Nissan] in [Morristown] Tennessee will also be a key factor in our economy here. Thus, we need to know something about the country and people who have such a direct influence on our lives."

GIRLS' PREPARATORY SCHOOL, P.O. Box 4736, Chattanooga, Tenn. 37405. *Contacts:* Nat Hughes, principal; Veronica Nowading, geography instructor.

A private school serving a heterogeneous student body of 600 in grades 7-12, Girls' Preparatory does not require a geography course for graduation. But for more than five years the history and social studies department has offered Global History/Geography for two semesters in 7th grade and European Geography for one semester in 8th grade.

Geographic skills are extensively taught in Ancient, European, and American history courses and in earth science in the upper grades. Geography is an important element in foreign languages, music courses, and art history.

In 7th grade global studies pupils apply the five basic themes of geography to the United States and the world, except Europe. They and 8th graders in European Geography learn mapping, graph and table interpretation, library research, and reading comprehension skills. In 8th grade they apply the five basic themes to their study of Europe but with more emphasis on social, historical, cultural, and economic geography.

Plans are underway for a new upper-grade geography class that will be developed thematically rather than regionally.

A & M CONSOLIDATED HIGH SCHOOL, 701 West Loop South, College Station, Tex. 77840. *Contacts:* Mike Ogg, principal; Sarah Witham Bednarz, teacher and social studies department chair.

Children of Texas A & M University employees, middle-class residents, rural families, and minorities (20 percent) comprise the student population of the College Station Independent School District. At its A & M Consolidated High School, 1,400 students are enrolled in grades 9-12.

World Geography is a year-long 9th grade course, fulfilling objectives mandated by Texas in 1984. A & M High graduates must have taken one year of either World Geography or World History. Geographic concepts and skills are well integrated into World History, somewhat well-covered in U.S. History, but not in economics or government, geographic targets of the social studies department.

In World Geography, the 10 theme units for the 1986 fall semester are What Is Geography and Why Am I Studying It?; Where on Earth Am I? (maps and directions); Water, Water Everywhere, and a Little Land (landforms); Red Sky at Night, Students' Delight (climate); Renewable or Nonrenewable, That Is the Question (resources); Our Environment: Here Today, Gone Tomorrow? (geography of change); Purple Mountains Majesty from Sea to Shining Sea (the changing U.S.); Who Am I? Where Am I? (cultural geography); Borders and Boundaries (political geography, China); and Bright Lights, Big City (urban geography).

The syllabus for second semester 1987 includes six units: Population Geography/Brazil (Latin America); Economic Geography and Development/Nigeria (sub-Saharan Africa); Agricultural Geography/India; Transportation Geography/Soviet Union; Political Geography and the Causes of Conflict (the Middle East); and International Cooperation/Europe and Antarctica.

A geographer herself, Sarah Bednarz has been teaching World Geography at the school for six years. She teaches five classes, and another teacher, who has an M.A. in geography, teachers the other sections. The school has 12 sections of World Geography and 5 of World History.

"It takes a trained professional to teach geography well, not just any social studies teacher who was a history major," says Bednarz. "If principals demand trained geographers, the universities will provide them. And that will put geography on the curriculum map as an exciting, useful, relevant subject."

KUDOS

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